

MINUTES
GOVERNOR'S P-20 COUNCIL
General Meeting
Thursday, March 16, 2006
10:00 a.m.

Location: 1700 W. Washington
2nd Floor Conference Room
Phoenix, AZ 85007

Members Present: Dr. Rufus Glasper, Cathleen Barton, Amy Besing, Mark Bryce, Ernie Calderon, Susan Carlson, Dr. Michael Crow, Dr. David Curd, George Dean, Dr. Matthew Diethelm, Gregory Donovan, Bill Estes, Dr. Sybil Francis, Lynda French, Dr. Roy Flores, Harry Garewal, Bob Hagen, Dr. John Haeger, Superintendent Tom Horne, Dr. Douglas Olesen, Dean Phillips, Councilman Greg Stanton, Jack Swonson and Dr. Jim Zaharis.

Members Absent: Governor Janet Napolitano, Dr. Angel Cabrera, Jack Jewett Dr. Peter Likins, Cathy McKee, Dr. Laura Palmer Noone, Kristen Rex, Cindy Rudrud, Senators Toni Hellon and Harry Mitchell (ex-officio), Representatives Ann Kirpatrick and Laura Knaperek (ex-officio).

1. Call to Order & Welcome

Dr. Glasper called the meeting to order at 1:30 pm. He welcomed everyone and indicated that Governor Janet Napolitano would be unable to join the meeting today. Dr. Glasper welcomed Phoenix Councilman Greg Stanton to the P-20 Council. Councilman Stanton is replacing Mayor Phil Gordon.

Dr. Glasper stated that to help the Council focus on issues identified in the Alignment Project Report, he was pleased to welcome Dr. Gene Bottoms – who will be presenting *on High Schools that Work* later in the meeting. This a program that offers a challenging academic foundation with career/technical or academic concentration to prepare high school students for the workplace and further education

2. Approval of Minutes:
a. February 16, 2006

There being no discussion or corrections, George Dean moved approval of the February 16, 2006 P-20 Council meeting minutes as presented. Motion was seconded by Bill Estes and unanimously approved.

3. Updates & Reports from Committee Chairs & Members

Dr. Glasper moved this agenda item to later in the meeting.

4. Presentation: Rigor & Relevance In Arizona

Dr. Glasper welcomed Angela Julien, Principal of Rincon High School, Karen Schneider, Director for Career & Technical Education at Rincon, and John Mulcahy, Administrator for Career & Technical Education for the Peoria Unified School District. In an effort to bring rigor *and* relevance to high school instruction, Rincon High School and the Peoria Unified School District have pursued a variety of strategies to integrate Career & Technical Education (CTE) with core subjects.

Ms. Julien and Ms. Schneider presented on Rincon's program: CORE + CTE = Academic Success. This program provides rigor and relevance by setting high expectations in career and technical education programs by ensuring the integration of writing, mathematics, science, and reading; provides all juniors with job shadowing experiences; and provides that all seniors articulate with post-secondary education and community internships and projects. Since the program has begun, CTE students are outperforming the general student population in meeting or exceeding the AIMS standards.

Mr. Mulcahy presented on the Peoria Unified School District's (PUSD) program for integrated learning wherein intentional curriculum and instruction restructuring has occurred that links or clusters knowledge and skills to provide students with greater curricular coherence, rigor and relevance. The PUSD is doing this through three different strategies: infusion strategy (incorporating academic concepts into CTE or vice versa); multidisciplinary strategy (coordinates courses with a common core of results and assessment methods); and linked strategy (connects two courses so that concepts are taught in a way that clarifies the relationships between the disciplines. The benefits of this type of approach helps students see connections between school and the "real world"; integrates learning that emphasizes the communication, mathematics, science and technology and workplace skills needed for success in the world; and allows students to learn by doing rather than by listening.

5. Presentation & Discussion: High Schools that Work

Dr. Glasper indicated that staff, working with Susan Carlson and ABEC, arranged for Dr. Gene Bottoms from *High Schools that Work* to provide the Council with a presentation on integrating Career & Technical Education and core curriculum. Susan Carlson indicated that ABEC has for quite some time been interested in the work of Dr. Bottoms and that *High Schools That Work* is based on the belief that most students can master complex academic and technical concepts if schools create an environment that encourage students to make the effort to succeed. Susan introduced Dr. Bottoms, who is a founding director of the Southern Regional Education Board's (SREB) *High Schools that Work* (HSTW), who will provide information to the Council on the nation's largest school improvement initiative to raise the achievement of career-bound students. Dr. Bottoms is the recipient of numerous awards for his work in helping high schools improve curriculum, instruction, and student learning.

Dr. Bottoms thanked Susan and the Council for the opportunity to present on HSTW, and indicated that the SREB's work began in 1980 with 16 states. Currently, more than 1,000 schools in 23 states have adopted HSTW's framework of goals and key practices. The program offers a challenging academic foundation with a career/technical or academic concentration to prepare high school students for the workplace and further education. The goals of the program include getting 85 percent of students to meet reading, mathematics and science goals and teaching most students the essential content of the college-preparatory academic core and a career or academic concentration. Dr. Bottoms provided extensive and significant data on the gains being made in SREB states on SAT scores and state assessment scores.

Dr. Bottoms discussed the 10 strategies for HSTWs:

1. Have students complete a challenging program of study with an upgraded academic core and a major;
2. Increase access to challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills (relevance);
3. Give students access to a system of working-based and school-based learning planned cooperatively by educators and employees;
4. Set high expectations and get students to meet them;
5. Have teachers work together to integrate academic and technical studies;
6. Engage students actively in learning;
7. Increase access to academic studies that each college-preparatory content through functional and applied strategies (relevance);
8. Involve students and parents in a guidance and advisement system that ensures completion of an accelerated program of study and a major;
9. Provide a structured system of extra help to enable students to meet higher standards;
10. Use student assessment and program evaluation data to continuously improve curriculum, instruction, school climate, organization and management to advance student learning.

At the conclusion of the presentation, Dr. Glasper asked for questions from the Council. Members requested Dr. Bottoms' insight on what a state action plan might look like. Dr. Bottoms indicated that states need to:

1. Establish goals and work to meet them;
2. Require all students to complete solid academic core;
3. Have students pursue a concentration beyond core, i.e. mathematics/science, humanities, career/technical education;
4. Set ambitious annual graduation targets based on current school's graduation rates;
5. Focus attention on middle grades to ninth-grade transition;
6. Focus attention on ninth grade;
7. Communicate key stay-in-school messages to students and their families;
8. Target reform for high schools failing to get more than 60 percent of students from grade nine to grade 12;
9. Develop a special emphasis on the lowest-performing high schools.

The Council engaged in a brief discussion with Dr. Bottoms on these goals and recommendations. Dr. Glasper again thanked Dr. Bottoms for his very informative and insightful presentation.

(3) Updates & Reports from Committee Chairs & Members – Dr. Glasper then moved back to agenda item number 3 for discussion.

Dr. Glasper indicated to the Council that the primary reason for convening the P-20 Council was to bring K-12 and Higher Education together with industry to consider, discuss and debate the future of the relationship of education work. The Alignment Report presented at the last meeting was the foundation to begin that discussion. Dr. Glasper indicated that there are three immediate tasks before the Council: To identify issues for action or further review; develop a work plan and process for completing the work plan; and sort work and recommendations as short term, long term, etc. Dr. Glasper asked the Council for input on a Council Retreat that could provide a facilitated discussion based on the Council's responses to the Alignment Report; use items of consensus to develop a work plan; and bring in speakers to assist the Council with the task at hand. The Council was unanimous in their agreement that there needed to be a Retreat early this summer to work through these tasks. The Council briefly engaged in discussion on whether the primary work would happen at the Council level or at the Committee level. Consensus was initial work needs to take place at the Council level to identify the goals, benchmarks, critical questions and work that needs to be done.

Dr. Glasper directed Debra to send out a grid of dates to determine the most convenient date and times for Council members to attend a day and a half retreat.

Dr. Glasper then asked for Committee Reports.

Higher Education Report: Dr. Jim Zaharis indicated that there was information in the packet regarding the Committee descriptions, and that the name and description of his Committee had changed. The Committee will now be the Higher Education Committee rather than the Access to Higher Education Committee. He encouraged Council members to review the Committee descriptions in the packet. Dr. Zaharis also indicated that the Higher Education Committee supports the first four JCC Recommendations presented at the February 16th P-20 Council meeting and encouraged the Council to adopt these recommendations. Mark Bryce moved that the P-20 Council adopt the first four JCC Recommendations as presented to the Council on February 16th. Dr. Crow seconded the motion and it passed unanimously. Dr. Glasper indicated that JCC Recommendations 5 & 6 continue to be vetted and will come back to the Council at a later time.

Alignment Project Report: Debra briefly updated the Council on information in the packet on the SWOT Analysis of the Alignment Project Report. Debra indicated there was a synopsis page followed by all of the comments provided by the Council on the strengths, weaknesses, opportunities and threats revealed by the report. Nineteen Council members provided input.

There were no other Committee Reports.

6. Call to the Public

There were no requests from the Public to address the Council.

7. Announcements and Adjournment

Dr. Rufus Glasper

Dr. Glasper announced that the next Meeting of the P-20 Council is April 13th @ 10:00 a.m.

There being no further business, Dr. Glasper adjourned the meeting at 12 noon.